

Hmong Language, Culture and Learning
Fall 2008
3 credits

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Day/Time:	T 5-8 pm		
Location:			

Nyob zoo. Hmong Language, Culture and Learning is a course designed to familiarize educators and others with the language, culture and educational issues relevant to Hmong people in Wisconsin and the United States. Areas of exploration will include the nature of Hmong language, Hmong history, the traditional family and clan structure, child-rearing mores, healing practices, marriage and funeral practices, and educational beliefs and practices. Contemporary developments and adjustment issues within the Hmong communities will be discussed, especially school achievements and challenges, intergenerational conflicts, youth gangs, and the need to provide high expectations and supportive educational environments for Hmong children, youth and families.

Course Objectives:

1. Through classroom discussions, research, presentations, and written assignments, students will demonstrate the following knowledge, performances and dispositions:
 - Knowledge of the historical relationship between the Hmong people and the U.S.
 - Knowledge of the Hmong journey from Laos to the United States
 - Knowledge of and respect for Hmong history, culture, and religion
 - Knowledge of and respect for the multiple challenges facing Hmong children and their families in America
 - Demonstrated ability to utilize techniques that can assist teachers in providing successful learning experiences for Hmong students
 - Demonstrated ability to utilize strategies that can help educators and community leaders to assist the Hmong to become full partners in the U.S. society while preserving important aspects of their culture
2. Through participation in language lessons, computer-assisted learning, and community-based research, students will develop basic oral and written communication skills in the Hmong language and demonstrate ability to utilize Hmong-English bilingual materials and books in classroom settings

Course Requirements:

Participation (10%). Active participation in discussion, including 5 or more comments on blackboard discussion board; respect for one's colleagues and one's surroundings, and regular attendance is expected.

Book Reports (20%, 15% grads). You will each provide an oral review of approximately 10 minutes for the class of one of the additional texts; and a written review of 3-4 pages (double space).

Language Assessment (30%). As part of this course you will receive approximately 15 hours of Hmong language instruction. Your language learning will be assessed three times during the semester through authentic language assessment. You will be expected to:

- give, and respond to, basic greetings (oral)
- make, and respond to, invitations (oral)
- ask, and answer about, one's family (oral)
- give, and respond to, basic classroom directions (oral)
- create a family tree (writing)
- read aloud a basic Hmong story (reading/oral)
- write, and read, a letter to friend (writing/reading)

**Note: Native speakers of Hmong will be assessed on their production of Hmong language materials, as in the following.*

- write, illustrate, and perform children's stories (writing, oral)

Hmong New Year Attendance and Report (10%, 5% grads). You will attend Hmong New Year celebrations in Oshkosh, Appleton, Green Bay or elsewhere. These are held on weekends, usually at the end of November, beginning of December. You will write a 2 page (double space) paper highlighting what you experienced and learned.

Curricular Unit (30%). Design a curricular unit for a grade level class room which thematically integrates issues related to the Hmong across the major content areas, art, music, etc. You will include objectives (tied to grade level performance objectives), a 1-week sketch of the unit, and an in-depth lesson plan for one hour (6 pages with visuals, references).

In-Service Presentation (10% graduate credit). Prepare a 30 minute inservice presentation for your school or district about the Hmong. You will hand in a 4-5 page summary including rationale, outline of the workshop, important handouts, and a page of resources/references.

Evaluation:

A	94-100
A/B	88-93
B	82-87
B/C	77-81
C	72-76
C/D	68-71
D	63-67
F	0--62

REQUIRED TEXTS:

Moua, Mai Neng (ed.)(2002). *Bamboo Among the Oaks: Contemporary Writing by Hmong Americans*. St. Paul, MN: Minnesota Historical Society Press.

Faderman, L. (1998). *I Begin My Life All Over: The Hmong and the American Immigrant Experience*. Boston: Beacon Press.

Yang, K.K. (2008). *The Latehomecomer: A Hmong Family Memoir*.

RECOMMENDED TEXTS:

Livo & Cha (1991). *Folk Stories of the Hmong: Peoples of Laos, Thailand, and Vietnam*. Englewood, CO: Libraries Unlimited.

Livo & Cha. *Folk Stories of the Hmong: Peoples of Laos, Thailand, and Vietnam. Activity Book*. Englewood, CO: Libraries Unlimited.

Vang, Txerthov, Hmong language booklets with audiotape and videotape (to be provided in class).

Suggested Internet Sites.

Schedule:

Sept 9 **Introductions. Language Lesson 1.**

Readings: *Bamboo Among the Oaks*, Introduction, Kou Lor's Slices with a Hmong Knife; *I begin my life all over*, prologue and introduction.

Sept 16 **Hmong History and Culture until the 1960s. Language Lesson 2**

Reading: *Bamboo*: Bee Cha's Being Hmong is not Enough; Vayong Moua's The Hmong Wall, The Shadow that Loved. Begin reading Yang. **Video: *The Hmong***

Sept 23 **The Hmong in America's Secret War. Language Lesson 3.**

Bamboo, Moua's Along the Way to the Mekong, DC, Father Died 25 years Ago; Ka Vang's Yellow Man's Burden. *I begin my life*, part 1. **Video: *Journey from Pha Dong***.

Sept 30 **Life in the Refugee Camps. Language lesson 4.**

Reading: *The last bus* (e-reserve); *Bamboo*: Bryan Thao Warra's The True Tale of Yer, Last War Poem, Wisdom; Mayli Vang's Dreams of a Forgotten Widow, Some Old Hmong Women, We Women, Reflections of My Father. Continue reading Yang.

Oct 7 **The Word: Religion and the Hmong. Language Assessment # 1. Book Reviews Due***

Reading: *The word*, (e-reserve); *Bamboo*: Ka Vang's REM & Dab & Neeg & Dab Neeg; Naly Yang's Spirit Trails; So Choj Vang's Chino, Letter from Dragon River, Immunization, Retired, The American. *I begin my life*, 83-124.

Oct 14 **Tulu practice** (meet at Webster Stanley). Hmong games.

Oct 21 **Life in America. Language Lesson 5.** Video: ***Being Hmong Means Being Free***

Reading: *Bamboo*: Ka Vang's Twinkies, Extraordinary Hmong; Peter Yang's Mother's Day, My Dad the Mekong and Me the Mississippi. Continue reading Yang.

Oct 28 **Gender Issues and the Hmong. Language Lesson #6.**

Reading: *Bamboo*: True Hang's A Good Hmong Woman; Kao Yong Vang's Is the Beauty Queen a Real Woman?; Va Megn Thoj's Hmoob Boy Meets Hmong Girl; Kao Xiong & Dia Cha's The Lovers; *I begin my life*, 125-163.

Nov 4 **Work on curriculum projects (no class).**

Nov 11 **Generational Issues and the Hmong. Language Lesson #7** Video: ***Split Horns***

Reading: *Bamboo*: Moua's Life in 4 Chapters, Mother is a Coffee Table, Endstage; Hawj Xiong, The Last Walk; *I begin my life*, 164-209. Continue reading Yang.

Nov 18 **Education and the Hmong. Language Lesson #8.** Video: ***Bruce Lee Meets Snoop Doggy***

Dogg. Reading: *Hmong values and American education, The Hmong and American education: the 1990s.* (e-reserve); *I begin my life*, 210-242.

Nov 25 **The New Wave of Hmong Refugees: How Schools and Communities can Respond.**

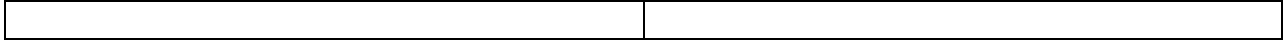
Readings: Hlee Vang, "Plight of the Hmong;" and "Journey of Hope," (e-reserve)

Dec 2 **Graduate Reports; Sharing of Curricular Units; Language Assessment #2. All assignments due***

**Hmong language, Culture and Learning
Standards and Performances:**

<p><u>Standards:</u></p> <p>COEHS, DPI, TESOL</p>	<p><u>Performances/Assessments:</u></p> <p>Knowledge, Skills, Dispositions</p>
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<p>COEHS Model:</p> <p><i>Teachers are Caring Intellectuals.</i></p> <p>DPI Standard 2:</p> <p><i>Teachers of English Language Learners attend to the developmental, social, political, and cultural contexts of students’ lives and educational experiences. They understand how these relate to classroom performance/educational practice.</i></p> <p>Interpretation of TESOL Goal 3:</p> <p><i>Teachers will help learners use English in socially and culturally appropriate ways while acknowledging the value of home cultures and languages.</i></p>	<ul style="list-style-type: none"> • Students will conduct ethnographic research within the Hmong community and share their results through a paper and oral report. • Students will discuss various issues of Hmong language, culture and learning in the classroom and on a website discussion board.
<p>COEHS Model:</p> <p><i>Teachers are skillful practitioners in matters of curriculum, pedagogy and assessment.</i></p> <p>DPI Standard 3:</p> <p><i>Teachers employ effective curriculum, instruction, and assessment practices for English language learners and possess knowledge of the content taught in schools.</i></p> <p>TESOL Goal 2:</p> <p><i>Teachers will help learners use English to achieve in all content areas.</i></p>	<ul style="list-style-type: none"> • Students will be participant-observers and volunteers in bilingual Hmong/English classrooms, and assist teachers with curriculum materials, teaching, and assessment. • Graduate students will prepare a 2-week curricular unit focusing on the Hmong and based on their research.



**Hmong language, Culture and Learning
Standards and Performances (cont.):**

<p style="text-align: center;"><u>Standards:</u></p> <p style="text-align: center;">COEHS, DPI, TESOL</p>	<p style="text-align: center;"><u>Performances/Assessments:</u></p> <p style="text-align: center;">Knowledge, Skills, Dispositions</p>
<p>COEHS Model:</p> <p><i>Teachers are Agents of Change in schools.</i></p> <p>DPI Standard 4:</p> <p><i>Teachers recognize the importance of situating the support program for ELLs within the context of the school and community to ensure the academic success of ELL's.</i></p> <p>TESOL Goal 2:</p> <p><i>Teachers will help learners use English to achieve in all content areas.</i></p>	<ul style="list-style-type: none"> • Students will analyze the bilingual Hmong/English program at the school where they volunteer through critical discussion and a paper.
<p>COEHS Model:</p> <p><i>Teachers understand and appreciate the linguistic and cultural diversity of their students.</i></p> <p>DPI Standard 6:</p> <p><i>Teachers have achieved <u>basic</u> level of proficiency in the language of the students and a <u>deeper</u> understanding of the cultures of the students through intensive experiences.</i></p>	<ul style="list-style-type: none"> • Students will study the oral and written Hmong language and be assessed on their proficiency in three language exams.